|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Unit Author** | | | | | | |
| First and Last Name | | | | | Barbara Witt | |
| School District | | | | | Menominee Indian School District | |
| School Name | | | | | Keshena Primary School | |
| School City, State | | | | | Keshena, Wisconsin | |
| **Unit Overview** | | | | | | |
| **Unit Title** | | | | | | |
| **Determination** | | | | | | |
| **Unit Summary** | | | | | | |
| Students will analyze literature looking for a common theme that transcends the selected literature. As a class we will read a variety of genres throughout the second quarter and discuss key points. Our discussion points will focus on the theme of determination. At the end of the unit the students will apply this theme to their own lives. They will create a web showing what they are determined to achieve. From that web they will select one component to expand on by creating a well focused paragraph to be illustrated and posted for others to read. | | | | | | |
| **Subject Area** | | | | | | |
| Reading, Writing, and Art | | | | | | |
| **Grade Level** | | | | | | |
| 3 | | | | | | |
| **Approximate Time Needed** | | | | | | |
| 3 class periods a week for 30-45 minutes a class period for 1 Quarter | | | | | | |
| **Unit Foundation** | | | | | | |
| **Habits of Learning Taxonomy** | | | | | | |
| **Blooms**-Remembering, Understanding, Analyzing, Evaluating, Creating  **Costa and Kallick’s**-Persisting, Striving for Accuracy and Precision, Learning Continuously  **Marzano’s**-Extension and Refinement of Knowledge, Acquisition and Integration of Knowledge | | | | | | |
| **Targeted Content Standards and Benchmarks** | | | | | | |
| A.4.1 Use effective reading strategies to achieve their purposes in reading.  A.4.2 Read, interpret, and critically analyze literature.  A.4.3 Read and discuss literary and nonliterary texts in order to understand human experience.  B.4.1 Create or produce writing to communicate with different audiences for a variety of purposes.  B.4.2 Plan, revise, edit, and publish clear and effective writing.  B.4.3 Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in communications. | | | | | | |
| **Student Objectives/Learning Outcomes** | | | | | | |
| SWBAT…  …establish a purpose for reading.  …make predictions.  …use illustrations to gather pertinent information about the characters/people in a story.  …recall elements and details of story structure, such as sequence of events, character, plot, and setting, in order to reflect on meaning  …draw upon a reservoir of reading materials, including fairy tales, fables, and narratives from the United States and cultures worldwide, to understand plots, make predictions, and relate reading to prior knowledge and experience  …summarize ideas drawn from stories, identifying cause-and-effect relationships, interpreting events and ideas, and connecting different works to each other and to real-life experiences  …demonstrate the ability to integrate general knowledge about the world and familiarity with literary and nonliterary texts when reflecting upon life's experiences  …identify and summarize main ideas and key points from literature, informational texts  …summarize key details of informational texts, connecting new information to prior knowledge  ..use the writing process to write a personal goal.  …write complete sentences.  …write a paragraph.  …respond to what is read. | | | | | | |
| **Curriculum-Framing Questions** | | | | | | |
|  | | **Essential Question** | | How do we face challenges?  Can we control our futures? | | |
|  | | **Unit Questions** | | How do people achieve their goals?  How do people face challenges?  How can you solve problems in your life?  What characteristics help a person to achieve their goals? | | |
|  | | **Content Questions** | | Based on the first page of the story what do you think the main character/people in the story wish to achieve?  What goal did the character achieve?  What are you determined to achieve in your life? | | |
| **Assessment Plan** | | | | | | |
| **Assessment Timeline** | | | | | | |
| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | |  |  |  | | --- | --- | --- | | **Before project work begins** | **Students work on projects and complete tasks** | **After project work is completed** | | * T chart-predictions * Brainstorming * Questioning | * Response Journals * Observation * Questioning * Peer Conferences * Peer Conference Checklist * Teacher Conferences | * Visual Ranking Tool * Project Rubric * T chart-final * Questioning * Test * Project Checklist | | | | | | | | |
| **Assessment Summary** | | | | | | |
| At the beginning of the unit brainstorm predictions about the goals the main characters/people have in the stories that will be covered in this unit. These predictions will be recorded on a classroom T-Chart displayed on the SmartBoard.  During the class reading of each selection the teacher will use informal questioning and observation. After each story the students will write a response in their reading journal recording the goal achieved by each character/person in the story. Teacher will check journals during a teacher conference.  Throughout the unit the teacher will maintain a T-chart displayed on the SmartBoard. The T-chart will have the story title in one column with the achieved goal in the other. This T-chart should be formatted the same as the prediction T-chart created at the beginning of the unit. After each story is read the teacher will add the title to the chart and during group discussion time the class will determine the achieved goal for that story.  After the unit students will use the writing process to write a paragraph sharing what they are determined to achieve. This will be evaluated through peer conferences, peer conference checklist, rubric, and teacher conferences. During the teacher conferences teacher and student will use the project checklist to monitor project progress.  After the unit students will also take a test matching the characters/people with the goal that was achieved in the story. They will also do the Visual Ranking Tool ranking the stories that were read during the unit according to their own reactions to the stories-from the one they liked the best to the one they liked the least.  At the end of the unit the teacher will display both T-charts created during the unit. This will be displayed on the SmartBoard using a split screen. During a class discussion time the teacher will use questions to promote comparison between the two charts leading to an overall evaluation of the class’s predictions. | | | | | | |
| **Visual Ranking Elements** (Complete this section if this tool will be used in the unit) | | | | | | |
| **Visual Ranking Project Name** (For the *Visual Ranking* workspace) | | | | | | |
|  | | | | | | |
| **Project Description** (For the *Visual Ranking* workspace) | | | | | | |
| At the end of the quarter we will review the stories we read which focused on the theme of determination. During a computer lab time, after this review, students will rank the stories from the story they liked the best to the story they liked the least. | | | | | | |
| **Prompt** (For the *Visual Ranking* workspace) | | | | | | |
| Think about the stories we read during our unit on determination. Put the stories in order from your favorite story to the story you liked the least. | | | | | | |
| **Sorting List** (For the *Visual Ranking* workspace) | | | | | | |
| The Perfect Pet  Wolf!  Author: A True Story  Stone Soup  One Riddle, One Answer  Saving the Sand Dunes  The Jones Family Express | | | | | | |
| **Practice Ranking** (For your future quick reference) | | | | | | |
| Teacher ID: bkay64 | | | | | | Password: |
| Practice Team ID 1: BW1 | | | | | | Password: one |
| Practice Team ID 2: BW2 | | | | | | Password: two |
|  | | | | | | |
|  | | | | | | |
| **Unit Details** | | | | | | |
| **Prerequisite Skills** | | | | | | |
| Students will need to understand what a goal is and how it relates to the theme of determination. | | | | | | |
| **Instructional Procedures** | | | | | | |
| At the beginning of the unit review goals and what they are relating it to the beginning of the year goal setting sheet done the first week of school. Also relate the goal setting process to Ms. Schuelke’s goal setting lessons that focused on using their MAP scores to set academic goals.  After a picture walk of the stories that will be read during this unit the class will fill in a prediction T-chart indicating what goal the class thinks will be achieved in each story.  As we read each story the teacher will lead a class dicussion focusing on what the goal is and how the main character/people in each story achieved the goal.  After we read each story the students will write a paragraph in their journals summarizing the goal and how it was achieved.  After we have read all the stories we will create another T-chart using the same format as the prediction T-chart used in the beginning of the unit. We will fill in the T-chart with the story and the actual goal achieved in each story. The teacher will display both the prediction T-chart and the end of the unit T-chart on the SmartBoard. The teacher will lead a class dicusssion comparing the two charts.  At the end of the unit the students will take a paper and pencil test matching the stories with the goal achieved. They will also go to the Intel website and do the Visual Ranking tool created for this unit. This will be done in the computer lab during regular lab time.  As a culminating project the students will create a brainstorming web listing all goals they want to achieve in their life around a photo of themselves. After a progress monitoring conference with the teacher students will select one goal and write a paragraph about what their goal is and how they will achieve this goal. The teacher will keep monitoring the students progress using conferences checking their progress through the assignment. Students will also have to do a peer conference to have a classmate give feedback about the structure and content of their paragraph. After the final copy has been apporved students will create a collage of pictures that go with their goal. They will glue their final copy in the center of the collage. These collages will be displayed on a bulletin board in the hallway for others to read and enjoy. | | | | | | |
| **Accommodations for Differentiated Instruction** | | | | | | |
|  | **Resource Student** | | Stories on tape.  Partner writing time.  Teacher writes while student dictates.  Work with a partner to complete the Visual Ranking tool. | | | |
|  | **Nonnative English Speaker** | | Request an interpreter.  Stories on tape in their native language. | | | |
|  | **Gifted Student** | | Visual Ranking tool-ranking the characters they thought were the most productive to the ones they thought were the least productive.  Select one character/person from the stories read duing the unit and compare to themselves using a venn diagram. | | | |
| **Materials and Resources Required For Unit** | | | | | | |

|  |  |
| --- | --- |
| **Printed Materials** | 3rd Grade reading book. |
| **Supplies** | Old magazines to be used for making the collage. |
| **Technology -Hardware** | SmartBoard, sound system, computer, headphones |
| **Technology -Software** | Smart Notebook |
| **Internet Resources** | Intel website, Lexipedia |
| **Other Resources** | Title 1 support teacher |

Copyright © 2008 Intel Corporation. All rights reserved. Intel, the Intel logo, Intel Education Initiative, and the Intel Teach Program are trademarks of Intel Corporation in the U.S. and other countries.

\*Other names and brands may be claimed as the property of others.